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Annual Report

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ANNUAL REPORT

1971 - 1972

SUBMITTED TO THE BOARD OF TRUSTEES

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INTRODUCTION

The 1971-72 Annual Report has been designed to present the activities of Catawba Valley Technical Institute. A slight change has been made in the annual report format which has traditionally been presented to its readers.

This year, the summary is placed at the beginning of the report. It will afford the reader the opportunity of reviewing the summary and then proceeding into the more detailed body of the annual report, as the occasion may arise.

The annual report, basically, will contain five segments which represent the information as it may apply to Catawba Valley Technical Institute.

Catawba Valley Technical Institute, having been one of the originally chartered institutions in the State of North Carolina, has continued to grow each year of its existence in stature and reputation. The Institution has acquired its traditional reputation of a people's institution, dedicated to the purpose of service to its

citizens and contributes to the traditionally high morale of the students and staff.

Many changes have taken place during the past year which involve reorganization, upgrading programs, self-evaluation for accreditation, and new personnel so that the Institute may keep abreast of its ever-changing position of service to people.

We, therefore, present for your consideration our 1971-72 Annual Report. The contents presented are true and accurate to the best of our ability.

SUMMARY

Catawba Valley Technical Institute experienced a very eventful 1971-72 calendar year. 1971-72 was a year involved with some reorganization, a self-study project, reevaluation of instructional programs, the development of a developmental studies program, and a record number of students seeking the services of the Institute.

The Educational aspect of CVTI is divided into two basic divisions; one being the Curriculum Programs, of which there are 25. Curriculum programs are offered to persons pursuing career education leading to a diploma or an associate degree. The second phase of the program involves the Continuing Education Division, which offers programs primarily to employed persons who desire to increase their skills or become more efficient in their occupations, as well as those persons who are seeking specialized programs which are avocational in nature. Such programs might be basic adult education, completing high school requirements, or general self-improvement type of programs.

CVTI may be classified as a truly comprehensive, technical institute. This is evidenced by the fact that there were 23,821 people registered for the various programs offered. A further breakdown is as follows: 1643 Curriculum, and 22,178 in Continuing Education.

The Institute implemented a seven-quarter program to better accomodate the students and to better utilize facilities of the Institute. CVTI experienced a smooth transition into the seven-quarter program concept.

Curriculum enrollment increased by 11% over the previous year - 1970-71. However, in total membership hours, the figure remains basically the same. In essence, this means that there are more individuals who are seeking an education and tailoring their educational needs to the time available to them to pursue an education. This is stimulated by the fact that better than 70% of the student body at CVTI is employed in either a part-time or full-time position. Another interesting facet of the enrollment in Curriculum programs has been noted during the past year in that day enrollment has shown only a slight increase in Curriculum students; whereas evening Curriculum enrollment has shown a sharp increase. There are numerous factors to which this can be attributed. However, one of the basic factors is due to the high employment level of people in the CVTI geographical location as compared to other areas where there is a high degree of competition in seeking employment.

CVTI was involved in two special projects during the 1971-72 school year which took 20 hard-core unemployable persons with little or no secondary education into a special

secretarial program. The result of this program was that ten of the students dropped out during the course of study and ten completed the specialized program of study. At this writing, ten have been placed in jobs commensurate with their abilities. This program can be considered highly successful in view of the underprivileged background, previous education and experience.

The second special project conducted by CVTI centered around a special project entitled "Developmental Studies Program". CVTI is a member of an eight-institution consortium and spent the entire year studying, analyzing, and developing the criteria for a developmental studies program for the Institute, whereby students who do not meet the basic criteria for enrollment into programs of their choice could be enrolled for the purpose of overcoming their deficiencies. This was the first phase of a three-phase operation. The results have been the establishing of a program with preparation being made to take a pilot group of students, approximately 40, for the 1972-73 academic year.

Along with the many other activities involving the educational aspect of the Institution, the entire staff has been involved in the evaluation of each curriculum program. Consultants, representatives of business and industry, and staff members have spent considerable time review curriculums,

checked with wages earned indicated that students in the more technical and specialized areas were able to command the higher salaries. Another interesting aspect of the student body is that more and more students each year are pursuing advanced education in their chosen field in senior institutions. For example, approximately forty students applied to senior institutions for advanced study. Several factors contribute to this movement. One, a number of the senior institutions are recognizing the quality of instruction offered at the Institute and in many cases will allow 100% transfer into various programs such as the Bachelor of Technology Program. There is considerable evidence that this major breakthrough will have even further extending implications for the technical institute graduate in future years.

The Community Relations phase of the Institute went through a series of changes, readjustments, and emphasis during the past year. Personnel has changed, institutional publications have been updated and upgraded and a more deliberate plan of action has been developed in cooperation with public schools and the public in general. Numerous human interest items and success stories are highlighted throughout the year in the news media. A greater effort has been made in involving radio along with the newspapers and considerably more personal contact is being made. Community Relations is

one phase of the total operation of CVTI which is never quite complete. Perhaps this is due to its ever-changing style of operation and the fact that we do deal with human beings primarily.

Fiscal Affairs division of the Institute continues to grow at a very rapid pace and involves budgets, purchasing, physical plant and ground maintenance operation, book store, food services and inventory control. There is little question but that this particular aspect of CVTI is one of the most difficult to administer due to its involvement with the many different people, numerous local, state, and federal agencies which many times overlap in responsibilities while each maintains certain regulations which do not apply to all concerned.

Operating funds for CVTI amounted to \$1,662,228 for 1971-72. \$1,428,468 was provided from State funds generated by student enrollment and accounted for 86% of the total operating funds. \$223,760 was provided by Catawba County, which is negotiated, and accounts for 14% of the operating budget.

Capital monies is primarily the responsibility of the Catawba County of which CVTI received \$89,750 for 1971-72. The monies provided minimum improvements for parking, air-conditioning, sewage project and cleaning equipment.

In addition, CVTI received \$105,656 for special projects from federal grants.

The biggest financial handicap continues to be capital monies for construction. Each year, CVTI falls further behind in providing minimum physical facilities for existing educational programs, library, parking, and services rendered. In addition, there are 10 programs of instruction which should be added to existing programs which the Institute cannot even consider due to the lack of physical space. For the past several years, the trustees have requested additional capital funds to improve the physical facilities of CVTI only to have them deleted from the budget requests by the county.

The general condition of physical facilities and grounds is acceptable and progress is being made each year in general improvement. The largest handicap is being able to employ and retain maintenance personnel.

We would be amiss of our responsibilities if the Institution's problems, concepts, and needs were not brought forth. Catawba Valley Technical Institute, being a public entity to serve the needs of the citizens in the Catawba Valley area, was originally established on the premise of service. Consequently, the Institution's problems should be of major concern, not only to the administration and trustees, but to the county government and the public in general.

The problems and ideas, as submitted, are of such major concern to the Institution that they will have a direct bearing on its future and the future relationship both to the public and to the students. Therefore, we respectfully submit for your consideration the following:

1. Catawba Valley Technical Institute is in critical need of additional physical facilities to conduct its present program of instruction. Many of the trade and technical laboratories are inadequate in size and accommodations to conduct their programs of study efficiently.

The Learning Resource Center is one hundred percent inadequate to accommodate the students, add new volumes or new equipment, nor does it meet the minimum accreditation standards to serve the students.

Administrative offices are ninety-nine percent inadequate to conduct the vast operation of the Institute in an economical and efficient manner. There is only one office in the entire operation which is appropriate for use.

